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ABSTRACT

Views of 112 college faculty about sabbaticals and leaves were studied at Indiana University. Attention was focused on: the extent to which sabbaticals and leaves were important to faculty careers and the benefits of these opportunities; factors that constrain professional growth; and the university's role in providing opportunities that rejuvenate faculty. Full professors, associate professors, and assistant professors from the humanities and natural sciences departments and two professional schools were administered interviews and questionnaires. Seventy-two percent of the sample were male, and 28% were female. Interviews and questionnaires provided information on career choices, opportunities/constraints, transitions and aspirations, interests, preferences, incentives, job satisfaction, and life satisfactions. The critical career events were linked to role and status changes and formal opportunities for professional development. Faculty agreed that opportunities to learn new things and to take on new challenges and responsibilities were essential to maintaining faculty vitality. Respondents identified a relationship between sabbaticals and leaves and advancement or redirection in the career. More flexibility in leave and sabbatical procedures was recommended by respondents. Questionnaires are appended. (SW)

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Sabbaticals and Leaves:

Critical Events In the Careers of Faculty

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Sabbaticals and Leaves:

Critical Events In the Careers of Faculty

Recent years have seen an increasing interest in careers in academe. At an individual level, attention has focused on how and why faculty members decide to choose such careers, how they perceive themselves as professionals, and how their needs and interests change through their careers (Baldwin & Blackburn, 1981; Blackburn & Havinghurst, 1979; Entrikin & Everett, 1981; Finkelstein, 1984; Stumpf & Rabinowitz, 1981).

At an organizational level, institutions play a significant role in shaping employees' attitudes and behaviors (Kanter, 1977, 1979; Peters & Waterman, 1982). Institutions of higher education, faced with a decline in numbers of new faculty, increases in the median age of current faculty, and lowered faculty mobility, are beginning to examine how their policies encourage or impede professional growth (Baldwin et al., 1981; Clark & Lewis, 1985; Furniss, 1981; & Lovett, 1984).

Researchers and commentators on higher education have recommended a wide range of solutions to problems of faculty and institutional development. They propose more time and support for scholarship, rewards for teaching and service, and such supports for individual faculty needs as flexible leaves and sabbaticals, support for spouses (dual careers), mentoring, and retirement options. They caution that no single program can answer all faculty needs, which may differ depending on disciplinary affiliation, career stage, or institutional type (Centra, 1985; Clark & Corcoran, 1985; Sorcinelli, 1985).

The Dean of Faculties Office at Indiana University, Bloomington initiated a multi-focused Faculty Career Development Study in order to understand the careers of its

faculty. A primary goal of the study was to determine the interests and needs for professional development that characterize faculty members. In addition, perhaps these data on faculty members' understanding of their career development might point to institutional practices that would encourage growth throughout the academic career.

One question that invited attention was to what degree were formal opportunities for professional growth and renewal (sabbaticals, leaves) proved essential to academic careers. The few general studies on sabbaticals and leaves of absence have looked at availability, purposes, and policies of such programs (Eels & Hollins, 1962; Stickler, 1965; Eberle and Thompson, 1973; Daugherty, 1979). Eberle and Thompson collected questionnaire data from administrators at 386 institutions of higher education and concluded that "Sabbatical leaves were considered a significant facet of the professional growth of faculty members and administrators" (p. 5). While Daugherty (1979) followed-up and reemphasized these favorable conclusions in his survey of administrators at 329 institutions, he noted that institutions were increasingly questioning the value of the sabbatical.

There is less information on faculty members' perceptions of the value of sabbaticals and leaves. Hendel and Solberg's (1983) study of sabbatical and leave experiences at a large research university indicated that faculty members found many benefits in taking a sabbatical or competitive single quarter leave. Their findings suggested that single quarter leaves were slightly more useful in helping faculty with specific efforts (e.g., completing a research project), but that sabbaticals had more impact on long term faculty vitality (e.g., expansion of intellectual horizons, initiation of new scholarly activity). It is believed that exchanges and unpaid leaves also provide opportunities for growth and renewed intellectual stimulation (AAUP, 1972;

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Heller, 1984). But there is no research literature concerning their effect on individuals or institutions.

This paper examines faculty views on sabbaticals and leaves at a large research university. It focuses on some key questions. To what extent are opportunities for professional growth and renewal important events in faculty careers? What are the benefits of such opportunities? What factors constrain professional growth? What is the institution doing, and what could it be doing to encourage opportunities that rejuvenate its faculty? The answers can enlarge the present limited data on faculty attitudes toward sabbaticals and leaves in higher education.

Methods

Sample

To answer the above questions, we obtained data from a sample of 112 faculty. Four academic units were selected to provide a variety of academic career experiences. Faculty were randomly sampled from within one department in the humanities, one in natural sciences, and in two professional schools. The sample was stratified by academic rank and sex. Twenty-one percent of the sample were assistant professors, 30% were associate professors and 49% were full professors, percentages that approximate the full-time faculty population. The ranks of lecturer, instructor, and administrator were removed from consideration. Seventy-two percent of the sample were males, and 28% female. Because of limited information on career development of women faculty members (Mathis, 1979), the sample of females was purposely larger than the 16% female faculty population at Indiana University.

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Data Collection

The study employed two types of data: in-depth interviews, followed by questionnaires. The interview guide consisted of 10 open-ended questions that supplied a frame of reference for respondents, but put a minimum of restraint on their answers. Interviews provided information on career choices, strengths and weaknesses, opportunities and constraints, transitions and aspirations, and the effect of life away from work on an academic career. Questions were suggested by studies on academic careers (Baldwin, 1979; Brown & Shukraft, 1974).

The questionnaire was completed after the interview and provided more information on interests, preferences, and incentives, as well as work and life away from work satisfactions. Questions were suggested by studies on careers (Baldwin, 1979; Blackburn & Havinghurst, 1979; Kanter, 1977; & Sarason, 1977), and on work and non-work satisfaction (Gutek et al., 1983; Near, Rice, & Hunt, 1980; Near, Smith, Rice, & Hunt, 1983). While the strength of the interview was the opportunity it provided each faculty member for qualitative, depth discussion and formulation of individual perspectives, the questionnaire provided quantitative comparisons.

The interview schedule and questionnaire were pretested, revised, and piloted during December, 1983-January, 1984. Interviews began in February, 1984 and were completed in September, 1984. One hundred of the 112 questionnaires were returned for a response rate of 89%.

Measures

Neither the interview schedule or questionnaire focused directly on sabbaticals, leaves, or other professional development activities. Rather, issues related to these topics emerged from responses to open-ended, exploratory questions. Information was

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drawn from faculty members' (1) self-report of critical events that influenced their careers, and (2) attitudes and views on opportunities for professional development elicited in the depth interviews.

Questionnaires. Section six of the Faculty Career Questionnaire (refer to Appendix A, page 4) asked faculty members to identify critical events in their careers. These events provided information on how faculty members give meaning to their professional lives. They are indicators of what is salient to faculty as rewards, disappointments, or otherwise important happenings. Events could be professional (e.g. publishing a book) or personal (e.g. marriage, divorce). Space was provided for five events but faculty could list fewer or more. They were asked to list their ages and ranks at which events occurred. After listing the set of events, faculty members were asked to circle the two or three events they felt had the greatest impact on their professional lives.

The events were content analyzed. Drawing on the work of Blackburn and Havinghurst (1979) and Baldwin (1979), the 368 career experiences mentioned by respondents were collapsed to nine critical career periods, with 28 subcategories of major events. One hundred participants returned the questionnaires and seventy-nine completed the critical events section. Thus the total numbers analyzed were smaller than the numbers of faculty (112) interviewed.

Interviews. Question six of the Faculty Career Interview Schedule (see Appendix B) elicited qualitative information on faculty views of sabbaticals, leaves, and other growth opportunities. Faculty members were asked, "How can the university assist faculty in developing or enhancing their careers?" The interviewers recorded and transcribed individuals' responses. Coding of the interviews was completed, using an inductively derived coding instrument (approximately 200 variables were developed to

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catergorize all interview responses). Overall coder reliability was checked across the sample on three interview questions. The average rate of agreement was 93% for the questions, which were randomly selected and seemed representative of other questions on the schedule.

Results

Critical Events

The first set of results identify nine critical career periods from analysis of events that influenced individuals' careers. The remaining tables examine specific professional development activities that were identified as critical events.

The first column in Table 1 shows the percentage of events reported for each career period. It clearly indicates that career periods identifying status or role changes (e.g., department or university administration, journal editor, professional organizations) and actual professional growth opportunities (e.g., sabbaticals, paid or unpaid leaves) were most often mentioned. Recognition and honors (e.g., research or teaching awards) and early educational experiences (pre-PhD) influenced the career development of a much smaller proportion of faculty members.

The second column displays the percentage of events of the 368 total events that fell into each career period. Again, status or role changes and professional growth opportunities were dominant, followed by publications and employment changes (job changes in or outside of higher education).

The third column presents the percentage of events of most critical impact (those that were circled) in each career period. Comparing this column with the first column

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(percentage of events out of the total events) shows many similarities. Still, while the numbers of times individuals reported growth opportunities or role changes as critical were much greater than other periods, PhD and graduate school experiences, and publications and employment changes, are close behind in being mentioned as events of greatest impact. Evidentaly, more critical events occur that can be called growth opportunities or role changes, but Ph.D. events, publications, and job changes are as likely to be of greatest importance in careers.

Insert Table 1 about here

Faculty members described in more detail the actual growth opportunities and experiences that influenced their careers. Responses were coded into three categories: professional development experiences (sabbaticals, leaves); grants for study, research, or professional development (Guggenheims, NSF and NIH Awards, Fulbrights); and periods of career doubt and reassessment (disappointment with position or department). Differences by rank, discipline and sex were examined.

Results in Table 2 indicate that approximately one out of every three professors (34%) regarded professional development experiences (sabbaticals or leaves) as major career events. While no assistant professors mentioned such experiences, steadily increasing percentages of associate (24%) and full professors (55%) reported sabbaticals and leaves for research or to government, business and industry as renewing and important to professional growth. Some junior faculty members indicated a reluctance to apply for leaves before tenure, especially outside academia. Others expressed regret that paid leaves or "mini-sabbaticals" were not available to untenured faculty members.

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Leave experiences were highest in one professional school in which faculty members reported the necessity of links with institutions beyond the boundaries of academia. There were no important differences by gender.

Insert Table 2 about here

Results in Table 3 show that approximately one of every three professors (38%) regarded grants for study, research, and professional development as major career events. Larger percentages of associate and full professors mentioned grants than did assistant professors. Logically, such awards as Guggenheim, Sloan, NSF, and NEH Fellowships are typically garnered later in the career. Research grants were mentioned by twice as many faculty members in the sciences and humanities as in the professional schools. Faculty members' comments suggested that such research projects (and funds) were not only encouraged but almost essential for advancement in more traditional disciplines. There were no significant differences by gender.

Insert Table 3 about here

As results in Table 4 indicate, a third of faculty members (33%) reported that periods of career doubt and reassessment (e.g. discontent with department or research area, decline in publications) had influenced their careers. Such doubts occurred across ranks and disciplines, but appeared most often at the assistant professor rank. Baldwin's (1979) study of academic careers indicated that junior faculty were more likely to undergo disillusionment or reassessment of careers. At higher ranks, several

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individuals indicated that career questioning was closely followed by a sabbatical or leave that allowed them to redirect research and teaching interests. One comment was representative: "Wandering. Frustrated. Not productive. Sabbatical at Harvard. Climax and end of self-destruction. Beginnings of trying to make my work environment more enjoyable." Individuals in the humanities department were somewhat more likely to mention period of career doubt. There were no important differences by gender.

Insert Table 4 about here

Interviews

Information from interviews supported and often illuminated the critical events data. Approximately a third of faculty members discussed growth opportunities such as sabbaticals and leaves. They spoke to (1) the benefits of sabbaticals and leaves, and (2) suggestions for improving such opportunities.

Benefits. Faculty members pointed to several advantages of a sabbatical or leave. First, such opportunities allowed them to initiate research in a new area, opening up fresh scholarly interests and challenges. This was especially true of the sabbatical: "I did something on my sabbatical which esentially was a complete departure for me. I gave up the field I was already successful in and changed to an entirely new area, a brand new problem. Essentially I threw away my reputation and started over. It was great."

Others were able to catch up with new developments in their fields. For these faculty members a sabbatical or leave provided a chance to refresh and enlarge upon their knowledge and experiences. The following comment was representative: "In the

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last ten years there have been gigantic strides in my field. As an older faculty member, it was difficult for me to maintain currency and make necessary changes in focus. I decided to take a sabbatical in order to make the switch and update my research skills. I'm rather proud of what I've been able to contribute to my department and field as a consequence."

A sabbatical or leave allowed some faculty members a respite from teaching or administrative responsibilities. Taking time off permitted them to renew their intellectual and emotional resources--resources that eventually would be shared with students and colleagues: "Frankly, I needed a break from administration and teaching. During my sabbatical I finally had time to become deeply and more fully emersed in my research. And it all fed back into the university."

Finally, sabbaticals and leaves enabled faculty members to complete books or projects, pursue new perspectives on research and teaching, study abroad with individuals of different cultures and languages, and create networks with individuals in other universities, research laboratories, government, or industry. In almost every instance, faculty members described not only results in terms of publication, projects, funding or wider networks, but also in an enhanced sense of self-worth.

Interview descriptions of the value of sabbaticals and leaves in this study were almost identical to questionnaire responses from a sample of 1,510 faculty members in another large research university. In their study of sabbatical and single quarter leave programs at the University of Minnesota, Hendel and Solberg (1983) found that sabbatical benefits with highest endorsement percentages were: "expanded my intellectual horizons, initiation of new scholarly activity, and gave me a break from teaching and/or administration" (p. 24). The most frequently mentioned benefits of

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Minnesota's quarter leave program were: "gave me new insights into my research, and gave me a break from teaching and/or administration."

Recommendations

Many suggestions for enhancing professional growth opportunities emerged from interviews with faculty members. Recommendations spoke to the following: expand opportunities for sabbaticals and leaves; provide more flexibility in institutional policies governing sabbaticals and leaves; and, encourage more use of such programs.

Expand Opportunities. The university needs incentives for individuals. Many suggestions concerned released time--through paid semesters off--to focus on a particular faculty role. Respondents at every rank suggested a "sabbatical summer" or "a half or semester leave" prior to tenure, for junior faculty members to complete research. Mid-career faculty members needed "leave time" to acquire skills or pursue a new area of research. Some respondents advocated a "research semester" for senior faculty members to write a seminal or synthetic piece. From young to long-time faculty members there was agreement upon the need for time, which would be an incentive to their self-improvement and that of the university.

There was desire among some faculty members for more flexible attitudes toward the purposes and activities of the sabbatical or leave. By this respondents meant really the encouragement of research, teaching, or service beyond the bounds of their specialized fields. Recommended were sabbaticals to undertake course or curriculum development in undergraduate education or projects within the larger community (government, social agencies, cultural institutions).

Provide Flexibility. For some faculty members, leave of absence and sabbatical policies have seemed inflexible. Longer institutional leaves to business, government,

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or other campuses, without negative consequences in terms of salary or promotion, might become more attractive. Recommended were more creative means to pursue these traditional opportunities.

Sabbaticals seemed too confined if offered within the usual term of one semester with full salary, two semesters with half. Many faculty members have working spouses and responsibilities such as child rearing, which they need to take into account. Respondents offered the alternative of "mini-sabbaticals," taken at more frequent intervals in the career.

Encourage Use. Some saw a need for the university to examine why faculty members chose to take or not to take a sabbatical. One faculty member who noted ruefully that he had "only two sabbaticals in my thirty years here" felt that the university should look at why faculty members who were eligible for a sabbatical did not apply (e.g., financial burden, lack of department approval), and somehow encourage individuals interested in applying. Such concern would give evidence that the university valued its faculty members' ongoing growth.

Faculty members felt that some individuals who go on sabbatical do not use them as productively as they could. The institution could help individuals to plan more carefully for professional development. Written guidelines on how to prepare for sabbaticals or leaves (e.g. pointers on moving, finances, establishing networks) would help to maximize these critical times for career development.

Discussion

The critical events and interview data provide useful information about faculty views on sabbaticals, leaves, and other professional development activities. Of the

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findings, three seem significant. First, the critical career events that characterize many faculty members are linked to role and status changes and formal opportunities for professional development. Despite variations, faculty of different ranks, disciplines, and sex agree that opportunities to learn new things, to take on new challenges and responsibilities, need to occur throughout the career and are essential to maintaining faculty vitality.

Second, there is a relationship between growth opportunities (e.g. sabbaticals, leaves) and advancement or redirection in the career. Faculty members report that opportunities to enlarge knowledge and skills, keep up with developments in the field, or pursue new perspectives on research or teaching, have a critical impact on their professional lives. Such experiences help them to enhance unique strengths and interests, or to rethink what to do in a career.

Finally, the connection between faculty careers and institutional policies is unmistakable. Interviewees felt that while a traditional sabbatical or leave might assist some individuals, more career renewal would come from the rethinking of institutional policies. A consistent response to the question of how to provide support to faculty was "be more flexible." That meant more flexibility in leave and sabbatical procedures, and in attitudes toward the purposes and activities of such programs.

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APPENDICES

Faculty Career Questionnaire

This questionnaire is designed to complement the personal interview and enhance the quality of the information we gather. The questions concern both your professional career and your life away from work. We are interested in learning your attitudes about specific aspects of your working and living situations, as well as your general reactions to work and life outside of work. As in the interview, ALL DATA WILL BE KEPT STRICTLY CONFIDENTIAL AND REPORTED ANONYMOUSLY FOR THE PURPOSE OF THE STUDY.

1. In your present position, how much time and effort are you putting into the following activities? (circle one)

	Very Little		Moderate		Great Deal	Not Applicable
Classroom teaching	1	2	3	4	5	0
Other interaction with students	1	2	3	4	5	0
Interaction with colleagues	1	2	3	4	5	0
Research and scholarly publication	1	2	3	4	5	0
Departmental affairs (committee work, etc.)	1	2	3	4	5	0
University affairs (committee work, etc.)	1	2	3	4	5	0
Professional activities within your discipline (holding office, etc.)	1	2	3	4	5	0
Outside service (lectures, consulting, etc.)	1	2	3	4	5	0
Study and reading (not specifically aimed at publication or course work)	1	2	3	4	5	0
Other (please list) _____	1	2	3	4	5	0

_____

2. In your current position, how effective do you generally feel in your performance of the following activities? (circle one)

	Low		Average		High	Not Applicable
Classroom teaching	1	2	3	4	5	0
Other interaction with students	1	2	3	4	5	0
Interaction with colleagues	1	2	3	4	5	0
Research and scholarly publication	1	2	3	4	5	0
Departmental affairs (committee work, etc.)	1	2	3	4	5	0
University affairs (committee work, etc.)	1	2	3	4	5	0
Professional activities within your discipline (holding office, etc.)	1	2	3	4	5	0
Outside service (lectures, consulting, etc.)	1	2	3	4	5	0
Study and reading (not specifically aimed at publication or course work)	1	2	3	4	5	0
Other (please list) _____	1	2	3	4	5	0

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3. Please rate the following incentives in terms of their importance to you in your current position. (circle one)

	Not Important		Moderately Important		Very Important	Not Applicable
Recognition or status within university community	1	2	3	4	5	0
Recognition or status within your discipline	1	2	3	4	5	0
Recognition or status in society at large	1	2	3	4	5	0
Opportunity to pursue scholarly interests	1	2	3	4	5	0
Opportunity to pursue teaching interests	1	2	3	4	5	0
Interaction with colleagues	1	2	3	4	5	0
Interaction with students	1	2	3	4	5	0
Personal autonomy	1	2	3	4	5	0
Opportunity to have a significant impact on others	1	2	3	4	5	0
Financial reward (salary)	1	2	3	4	5	0
Financial reward (fringe benefits)	1	2	3	4	5	0
Other (please list) _____						

_____

4. How satisfied are you with each of the following aspects of your work life? (circle one)

	Not Satisfied		Moderately Satisfied		Very Satisfied	Not Applicable
Recognition or status within university community	1	2	3	4	5	0
Recognition or status within your discipline	1	2	3	4	5	0
Recognition or status in society at large	1	2	3	4	5	0
Opportunity to pursue scholarly interests	1	2	3	4	5	0
Opportunity to pursue teaching interests	1	2	3	4	5	0
Interaction with colleagues	1	2	3	4	5	0
Interaction with students	1	2	3	4	5	0
Personal autonomy	1	2	3	4	5	0
Opportunity to have a significant impact on others	1	2	3	4	5	0
Enough time to do your work	1	2	3	4	5	0
Financial reward (salary)	1	2	3	4	5	0
Financial reward (fringe benfits)	1	2	3	4	5	0
Other (please list) _____	1	2	3	4	5	0

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5. The following questions refer to the academic position you hold today.

A. How satisfied would you say you are with your current position? (circle one)

1. Very satisfied
2. Somewhat satisfied
3. Not too satisfied
4. Not at all satisfied

B. Knowing what you know now, if you had to decide all over again whether to choose the position you now have, what would you decide? (circle one)

1. I would choose the same position
2. I would have some second thoughts
3. I would not choose the same position

C. If a student or colleague told you that he or she was interested in seeking a position like yours at this university, what would you say? (circle one)

1. I would recommend this position
2. I would have some doubts
3. I would advise against this position

D. In general, how well would you say that your position measures up to the sort of position you wanted when you started it? (circle one)

1. It is very much what I wanted
2. It is something like what I wanted, but not completely
3. It is not at all what I wanted

E. How likely is it that you will try hard to find a different position at this university within the next year? (circle one)

1. Very likely
2. Somewhat likely
3. Not at all likely

F. How likely is it that you will try hard to find a position with another university within the next year? (circle one)

1. Very likely
2. Somewhat likely
3. Not at all likely

G. How likely is it that you will try hard to find a position in a non-academic setting within the next year? (circle one)

1. Very likely
2. Somewhat likely
3. Not at all likely

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6. A. Please recall major events which have occurred during your professional career and which have affected your career's direction and development. Major events are crucial or very meaningful occurrences (disappointments as well as successes) in your work and life outside of work that have had an impact on your career.

Descibe each event briefly in the spaces below. Indicate your position/rank and age at that time next to the description of the event. We have provided space for up to five critical events. If you would like to include more, use the bottom of the page, or add another page.

Event

Ex. 1. Completed book I've been working on for several years. It represented a move into a new area of research, but was a risk that was well worth the effort. Position/Rank Full Age 52

Ex. 2. Spouse offered a faculty appointment at a college in another state, and decided to accept offer

Position/Rank Assist. Prof. Age 30

1. _____

_____

_____ Position/Rank _____ Age _____

2. _____

_____

_____ Position/Rank _____ Age _____

3. _____

_____

_____ Position/Rank _____ Age _____

4. _____

_____

_____ Position/Rank _____ Age _____

5. _____

_____

_____ Position/Rank _____ Age _____

B. Now please go back over your list and circle the one or two items which have had the greatest impact on your career.

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It is often difficult to determine where Bloomington begins and the university ends. Because we feel that life away from work is interrelated with an academic career, we would like to examine the relationship between the two. The questions that follow are more personal in nature, and if there are items you don't wish to answer, please leave them blank.

7.	Not Satisfied		Satisfied		Very Satisfied	Not Applicable
Overall, how satisfied are you with your life?	1	2	3	4	5	0

8. A. How satisfied are you with each of the following aspects of your life away from work? (circle one)

	Not Satisfied				Very Satisfied	Not Applicable
The way you spend your life these days	1	2	3	4	5	0
Your community	1	2	3	4	5	0
Your health	1	2	3	4	5	0
Your neighborhood	1	2	3	4	5	0
Your friends	1	2	3	4	5	0
Your standard of living	1	2	3	4	5	0
Career opportunities for spouse/ significant other	1	2	3	4	5	0
Your leisure time	1	2	3	4	5	0
Organizations you belong to outside of work	1	2	3	4	5	0
Opportunity for social interaction	1	2	3	4	5	0
Your house/apartment	1	2	3	4	5	0
Your housework/yardwork	1	2	3	4	5	0
Your parents/siblings	1	2	3	4	5	0
Your children	1	2	3	4	5	0
Your marriage/current relationship	1	2	3	4	5	0
Your family life	1	2	3	4	5	0
Your childcare options	1	2	3	4	5	0
Other (please list) _____	1	2	3	4	5	0

_____

B. Here are some words and phrases which we would like you to use to describe your present life. For example, if you think life is boring, put an "X" on the line right next to the word boring. If you think it is interesting, put an "X", on the line next to the word interesting. If you think it is somewhere in-between, put an "X" where you think it belongs.

Interesting	___	___	___	___	___	___	___	Boring
Enjoyable	___	___	___	___	___	___	___	Miserable
Easy	___	___	___	___	___	___	___	Hard
Worthwhile	___	___	___	___	___	___	___	Useless
Friendly	___	___	___	___	___	___	___	Lonely
Full	___	___	___	___	___	___	___	Empty
Hopeful	___	___	___	___	___	___	___	Discouraging
Free	___	___	___	___	___	___	___	Tied Down
Rewarding	___	___	___	___	___	___	___	Disappointing
Underworked	___	___	___	___	___	___	___	Overworked
Easy Going	___	___	___	___	___	___	___	Pressured

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Demographic Information

1. Please indicate your present position (include title, department, and rank)

_____

_____

2. Tenure status: Tenured _____ Year you were tenured _____ Non-tenured _____
3. Year you first entered higher education as a full-time faculty member _____
4. Year you became a full-time faculty member at I.U. _____
5. Year you achieved your current rank. _____
6. Your age _____
7. Your sex _____
8. Your race _____
9. Marital status: (check one)

   Never married ____ Married ____ Separated ____ Divorced ____ Widowed ____
10. Ages of children (if applicable): _____

_____

_____

IF POSSIBLE, PLEASE ATTACH A COPY OF YOUR PROFESSIONAL RESUME WHEN RETURNING THIS QUESTIONNAIRE. It will help us to develop a clearer picture of the career paths taken by IU faculty members.

Thank you for your participation. When you have finished, please return the questionnaire in the envelope provided. As in the interview, ALL DATA WILL BE KEPT STRICTLY CONFIDENTIAL AND REPORTED ANONYMOUSLY FOR THE PURPOSE OF THE STUDY. You will receive a summary of the study's findings and conclusions.

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APPENDIX B

Faculty Career Interviews

1. How did you come to choose an academic career?
2. Could you briefly describe your career--the major responsibilities and interests from your first to your current position?
3. What are your major strengths as a faculty member?
4. How does the university recognize or reward your strengths? If not, how might they capitalize on and reward your skills?
5. What skills or abilities would you like to improve? If yes, are there ways the university could assist you to develop or improve the areas mentioned?
6. How can the university assist faculty in developing or enhancing their careers?
7. What are both your short and long term career goals?
8. Did you ever think of making a career change?
9. How has life outside of work made an impact on your career development?
10. If you were able to start all over again, do you think you would still choose an academic career?

TABLE 1

Percentage of Critical Events and Events of Greatest Impact by Career Period

Critical Career Period	% of events of total events	% of events mentioned	% of Critical Impact Events of Total Events
Pre Ph.D. Activities	6	29	5
Ph.D. and Graduate School	7	32	12
Experiences			
Early Post-Ph.D. Employment Experiences	8	37	7
Employment Changes	9	43	14
Publications	10	46	12
Growth Opportunities	22	104	18
Status or Role Changes	25	119	19
Recognition, Honors	2	11	2
Personal Matters	7	33	8
Others	3	13	3
TOTALS	100%	466%	100%

TABLE 2

Actual Professional Development Experiences

(e.g. sabbaticals, leaves, exchanges)

RANK	ASST	ASSOC	FULL	TOTAL
	N %	N %	N %	N %
Events mentioned	0/0	6/24	21/55	27/34

DISCIPLINE	Professional	Humanities	Science	Prof. School	TOTAL
	N %	N %	N %	N %	N %
Events mentioned	9/64	5/26	5/28	8/29	27/34

SEX	Male	Female	TOTAL
	N %	N %	N %
Events mentioned	18/33	9/36	27/34

TABLE 3

Grants for Study, Research, and Professional Development

RANK	ASST. N %	ASSOC. N %	FULL. N %	TOTAL N %
Events mentioned	2/12	11/44	17/45	30/38

DISCIPLINE	Professional N %	Humanities N %	Science N %	Professional N %	TOTAL N %
Events mentioned	3/21	9/47	10/56	8/29	30/38

SEX	Male N %	Female N %	TOTAL N %
Events mentioned	20/37	10/40	30/38

TABLE 4

Periods of Career Doubt and Reassessment

RANK	ASST	ASSOC	FULL	TOTAL
	N %	N %	N %	N %
Events mentioned	10/62	8/32	8/21	26/33

DISCIPLINE	Prof. School	Humanities	Science	Prof. School	TOTAL
	N %	N %	N %	N %	N %
Events mentioned	5/36	8/42	5/28	8/29	26/33

SEX	Male	Female	TOTAL
	N %	N %	N %
Events mentioned	18/33	8/32	26/33